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ABSTRACT

GRADES OR AGES: Grade 12. SUBJECT MATTER: Social studies; world social problems; ORGANIZATION AND PHYSICAL APPEARANCE: The major portion of the guide is divided into five subunits of parallel format. All sections are in list form. The guide is mimeographed and staple-bound with a paper cover. OBJECTIVES AND ACTIVITIES: Several general objectives for the year are listed at the beginning of the guide. Within each subunit, each page identifies a topic and then lists activities related to that topic. INSTRUCTIONAL MATERIALS: Each subunit contains a bibliography divided into three sections--teacher references, pupil references, and journal articles. STUDENT ASSESSMENT: No provision. OPTIONS: The guide is suggestive. It mentions that teachers can select some of the problem areas identified for in-depth study, or they may identify other problems for study. (RT)

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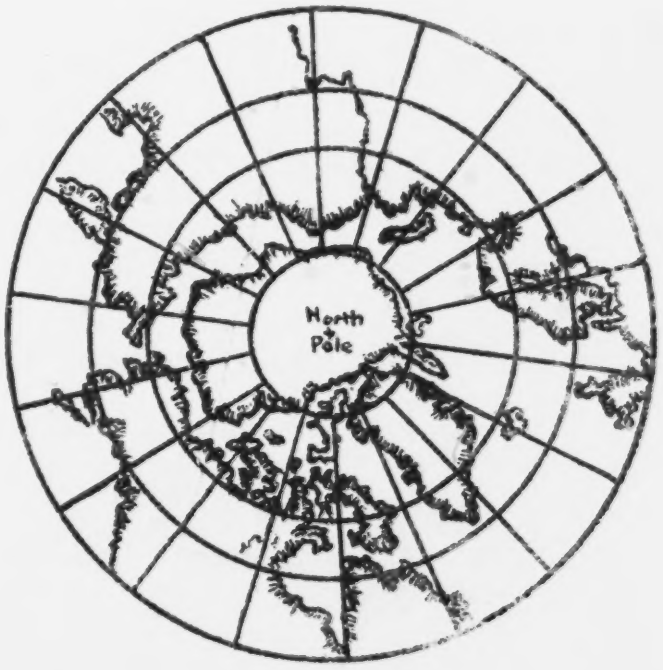
12

WORLD PROBLEMS
RESOURCE UNIT I
SOCIAL ISSUES
GRADE 12



RHODE ISLAND COLLEGE
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ABOUT WORLD PROBLEMS

In the twelfth grade program, fifteen specific world problems are identified. These problems were culled from a longer list developed by the project staff and by the Providence Social Studies Curriculum Committee. The ones prepared for study are those which seem to recur with considerable frequency in the daily press, in periodical literature, and in public statements of world statesmen, as well as on the agenda of the United Nations and its allied agencies. The problems have been selected, moreover, because each lends itself to an analysis within the context of United States culture and several other cultural settings. Each has a world-wide dimension as well.

For purposes of analysis, they are grouped into three broad categories: power issues, development issues, and social issues. Assignment of a particular problem to one of the categories does reflect some degree of arbitrariness since any one of the problems so closely intersects with several others.

Power issues are those which have at their core, the matter of political power. They are directly related to three of the Political Science Concept Statements: "1. All societies make policies based upon an authoritative allocation of values. 2. Of all institutions, only government has the legal right to enforce its values through coercion. 7. Interaction among consensus, demands, and support results in governmental policy."

Political power clearly rests upon consent, consensus, and confidence as well as being related to a given economic and social system. Analysis of power issues requires a clear sifting of considerable information to come to some understanding of the dynamics of a specific situation.

Development issues are those which have at their core, the matter of livelihood. They are related to several of the Economics and Geography Concept Statements: "E. 10 Economic growth--A major economic goal in any modern society is improvement in the capacity to produce. This has been achieved in many societies through capital investment, improvement in education and through the judicious use of public policy. G. 9 Man is the dominant element in the landscape. G.11 The stage of human development in many areas at a particular time indicates a wide range of living standards and cultural goals. G. 21 The growing disparity and standards of living and technological abilities has created two cultural worlds described in various terms as: rich lands--poor lands, developed or underdeveloped (developing), modern or traditional economies." The issues suggested for study are strongly intertwined. The following table included in the Twenty-Fifth Yearbook of the National Council for the Social Studies (p. 42), indicates this intertwining:

Income, Food, and Life Expectancy (1951)

	Developed Areas	Intermediate Areas	Underdeveloped Areas
Proportion of world population	One-fifth	Less than one-sixth	Two-thirds

Annual per capita income (U.S. dollars)	461	154	41
Food supply (calories per day)	3,040	2,760	2,150
Life expectancy at birth (years)	63	52	30

One of the central dilemmas puzzling planners concerned about development is to identify the area which would provide the key that would permit change in the cycle. For example, economic growth in India has been effectively negated by population growth. Development is an issue of the highest priority in virtually every country in the world, regardless of of the particular economic system or theory.

Social issues are those which have at their core, human relationships. Clearly, these issues are related to the various Sociological Concept Statements found on page 21 of the Curriculum Guide, Grades 8 through 12. The concern for development of human community as well as for the impact of mass, instantaneous media on persons is obvious in much current literature and writing. Perhaps, the central question of the Twentieth Century is: "In times like these, what does it mean to be a man, to be human?"

A WORD ABOUT METHODOLGY

In addition to the general suggestions for method included in Section X of the Curriculum Guide, Grades 8 through 12, there are some further points for consideration with respect to the twelfth grade program.

. It is important that the young people gain some understanding of the open-ended dimension of the year's work. Actually, any one of the problems suggested can provide a year's study and analysis.

. It is important that the young people themselves play an active and central role in determining which particular problem or set of problems they wish to study. They also should play a major role in determining the particular approaches to be used in the study.

. It is essential that teachers guide students into a selection of problems. The Project Staff anticipates that no class would attempt to study in depth more than six or eight of these problems at a maximum during the course of the year. Depth study is desired!

. It will be useful for teachers to write up activities which work well with classes. As these materials are revised, it is desirable to include additional activities.

. It may well be that classes will wish to define problems that have not been suggested. This is fine, also. Here again, it will be helpful to have these written up so that they may be shared in subsequent revisions.

AIMS - GRADE 12

1. To identify and to study in depth several of the major problems and issues that are of world-wide significance.

2. To compare the specific details of selected issues in their American setting with several other cultural settings.

3. To be able to articulate some of the complexities involved in solving such major problems.

4. To use skills of analysis, group process, research, and reporting that have been developed in preceding years of the social studies program.

GENERALIZATIONS - GRADE 12

Each Generalizationiis keyed by a letter and number to a specific concept which may be found in the Curriculum Guide: A. Anthropology; E. Economics; G. Geography; H. History; PS. Political Science; S. Sociology.

1.	World problems or issues may be grouped, broadly, as power issues, development issues, and social issues.	A. 8; E. 3, 10; G. 21; H. 13; PS. 1, 5; S. 10
2.	A specific problem has particular historic roots in a given cultural setting; understanding of such roots is essential to the approach of any potential solution.	A. 6; G. 9, 11; H. 5, 6, 9, 10; PS. 5; S. 7
3.	The analysis of a given problem or issue turns out to be very complicated because, frequently, an issue intersects with so many other issues.	A. 7, 8, 9; E. 3, 10; G. 11, 12, 15, 18, 20; H. 12, 13; P. 5, 8; S. 6, 10
4.	There are no easy solutions to such major problems.	A. 9; G. 9; H. 8, 12; PS. 7; S. 10
5.	Many of the agencies of the United Nations exist to seek solutions of specific world problems.	H. 10; PS. 3, 6

HEALTH

HEALTH

QUESTION
What are the indicees for measuring a country's health status?

1. What elements must be considered in defining the health status of a country?
2. What is the health status of various countries of the world?

ACTIVITIES

1. Have students list and discuss various factors needed for defining the health status of a country. The following list is estimated for a rate per 100,000 people.
   Physical Impairments (Birth defects - blind, deaf, handicapped, etc.)
   Diseases (heart, tuburculosis, diabetes, influenza, polio, etc.)
   Accidents
   Mental Illness
   Birth Rate
   Infant Mortality Rate
2. Have students compare the health status for the following countries (or any other which teacher may choose). Israel, Brazil, Ghana, U.S., India, Nationalist China, U.S.S.R., and Sweden.
3. Preparing charts or bar graphs on the following information for the last recorded date.
   1. Birth, death and infant mortality rates.
   2. Number of patients in mental hospitals.
   3. Number of reported diseases such as diptheria, encephalitis, hepatitus, malaria, measles, tuberculosis, etc.
4. Prepare a bar graph comparing the number of physicians for every 1000 people in the following countries. U.S.A., U.S.S.R., Canada, France, Guatemala, Mali, Argentina, Peru, Sweden, Thailand.
5. Study of relationship of health status to economic development. What is importance of incidence of disease upon work force? etc.
6. Have students work in groups to show the relationship between health and economic development in a country. Groups will prepare bar graphs on the following: Gross National Product 1945-1969 in 5 year periods, Life expectancy rate 1945-1969 in 5 year periods, population increase for 1945-1969 every 5 years, infant mortality rate per 100,000 people 1945-1969 in 5 year periods, production rates for the major industry 1945-1969 (5 year periods), number of physicians, hospitals and

dentists available per 100,000 people 1945-1969 in 5 year periods.
Countries being studied in these groups are:

U.S.A.	Brazil	Japan
U.S.S.R.	Turkey	Indonesia
India	United Kingdom	Pakistan
China(Taiwan)	Spain	Jordan
Peru	Italy	Israel
		Philippines

After these graphs are finished students should discuss the Gross National Product and industrial production of a country and its health status.

QUESTION

What are the major diseases in the world?

1. What is an epidemic?
2. When does an illness become an epidemic?
3. What have been some major epidemics in the world?
4. Who have been some influential people in the area of health?

ACTIVITIES

1. Discuss with the class the meaning of an epidemic.
2. Have students (individually or in groups) prepare reports on the following epidemics. Include in the reports the origin of the disease, how it spread, effect on countries, cure, if any.
   a. Black Plague
   b. Small Pox epidemic
   c. Measles
   d. Influenza - After World War I
   e. Polio - 1950's
3. Have students prepare biographical reports on the following people noting their importance to the field of health.
   a. Dr. Jonas Salk (Polio)
   b. Madame Marie Curie (X-ray Radium)
   c. Frederick Banting (Insulin)
   d. Col. William Gorgas (Malaria)
   e. John Enders and J. Peebles (Measles)
   f. Dr. Albert Schweitzer
   g. Walter Reed
4. Have two or three students read and then report to the class as a panel discussion the book Rats, Lice and History by Hans Zinsser.
5. Activity to deal with public health - pure water, sewage disposal, pollution - What is related here to major diseases? What is effect of public health improvement in our life expectancy?
6. Have a group of students write to the U.S. Department of Interior - Department of Natural Resources asking for information on pollution: pure water, sewage disposal - areas in U.S. which have the greatest problem. Then have this group conduct a panel discussion on the Effect of Pollution to the Public Health
   1. diseases which may be caused
   2. effect on life impairments
   3. effect on life expectancy
   4. possible solutions
   5. programs currently in progress
   6. distinguish between the types of pollution: air, water, poison, gas, etc. and how each is harmful in its own way.

QUESTIONS

What is the relationship between environment and health?

1. What is environment?
2. What are some characteristics of environment?
3. How may these characteristics affect health?
4. What is the relationship between the characteristics of environment and the health status of a country?

ACTIVITIES

1. Have students refer to encyclopedias, dictionaries, sociology, psychology, and health texts for definitions of environment. The concept of environment should be broad to include not only the physical world in which we live but also the social aspect is very important to human environment.
2. Have students list and discuss as a whole class some characteristics of environment which may affect health.
   1. climate
   2. topography
   3. work
   4. religion
   5. trade
   6. family
   7. superstitions
   8. education
   9. income
   10. working hours
   11. working conditions
   12. urban
   13. rural

   etc.
3. Have a group of students prepare a chart or graph comparing the literacy rate and life expectancy rate for people living in the following countries:
   1. U.S.A.
   2. U.S.S.R.
   3. India
   4. China(Taiwan)
   5. Pakistan
   6. Brazil
   7. Israel
   8. Indonesia
   9. Egypt
   10. France
   11. Chile
   12. Ghana
   13. Norway
   14. Rhodesia
   15. Japan

   From their findings have the class try to draw some correlation between the level of education attained and health.
4. Discuss with the class the difference between urban and rural.
   1. Over the years which has had a worse health problem and why?
5. Have the students prepare a bar graph comparing the rate per 100,000 people of physicians, dentists and nurses available in Middle Atlantic, East South Central and West North Central with the percent of population which is urban during 1966.

   Middle Atlantic - New York, New Jersey, Pennsylvania
   West North Central - North Dakota, South Dakota, Missouri, Nebraska, Kansas, Iowa, Minnesota
   East South Central - Kentucky, Tennessee, Alabama, Mississippi

QUESTION

What are the major societal agencies for solving health problems?

1. What was the origin of these health agencies?
2. How have they helped to combat the health problems of society?

ACTIVITIES

1. Have individual students prepare reports on the history, development, and current activities of the following international health agencies:
   a. World Health Organization
   b. Ship HOPE
   c. CARE
   d. International Red Cross
   e. U.N.I.C.E.F.
2. Have students interview or write to officials of the following federal, state and local health agencies and report their findings to the class.
   a. U.S. Veteran's Bureau
   b. Public Health Service (U.S. Treasury)
   c. U.S. Center of Contagious Diseases in Atlanta, Georgia.
   d. Food and Drug Administration
   e. State Health Department
   f. City Health Department
3. Have a group of students prepare reports on socialized medicine in Canada, United States, United Kingdom, and Sweden answering the following questions:
   1. What is socialized medicine?
   2. When did it originate in the country?
   3. How is the doctor affected?
   4. What is the role of the government?
   5. Who is eligible in the country?
   6. How is it working in each country?
   7. Interview U.S. doctors for their opinions.

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8. Bureau of Census, International Population Statistics Reports.

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2. What Is Disease?, film W-22, 10 minutes.

MASS MEDIA

MASS MEDIA

QUESTION

What is the history of mass media?

1. What was the impact of the Industrial Revolution on early mass media?
2. What was the major form of mass media before the 20th century?
3. What are the types of mass media in use today?
4. How did mass media bring about a change in the attitude of the United States toward international affairs between 1921 and 1945?
5. What new forms of mass media became popular after World War II?
6. How have the duties of a foreign correspondent changed with the advent of TV newscasting?
7. What is the relationship of mass media, public affairs and the people?
8. Why was the effort of KDKA so important in the development of mass media?
9. Which were the early radio stations in Providence? Are they still on the air now?

ACTIVITIES

1. Have a group of students trace the origins and development of the following news-gathering agencies:
   a) Associated Press
   b) United Press International
   c) International News Service
   d) Reuters
2. Have the students prepare individual reports on the following topics showing their impact on mass media.
   a) newsprint
   b) printing press
   c) lineotyping
   d) wide screen films
   e) radio broadcasting
   f) TV broadcasting
3. Several students may prepare and report on the effect of mass media on the careers of prominent individuals such as:
   a) Franklin D. Roosevelt
   b) Lowell Thomas
   c) Walter Cronkite
   d) Dave Garraway
   e) Huntley & Brinkley
   f) John Charles Daly
   g) Lyndon B. Johnson
4. Prepare a series of charts to show the number of newspapers, radios, and TV sets used by people of various educational levels.
5. Prepare and conduct a survey showing the relationship of education to the reading of:
   a) newspapers b) magazines c) books

Interview 5 people in each education level.
1. Drop out
2. Completed grade 8
3. Completed grade 12
4. Has a college degree

Ask:
1. Do you read a newspaper daily?
2. Do you read magazines regularly?
   (news, story, hobby)

6. Prepare and conduct a survey showing the relationship of education to radio listening.
   Interview same group of people as listed above.
   Ask
   1. How long do you listen to radio daily?
   2. What type of program do you listen to? (sports, news, music, talk shows)
7. Prepare and conduct a survey showing the relationship of education to television watching.
   Interview the same group of people as listed in five.
   Ask:
   1. How long do you watch television daily?
   2. What types of programs do you watch?
      (drama, documentary, contests, soap operas, news, sports, special programs, cartoons)
8. From an almanac secure a list of important newspapers which are published in leading cities of the world. If possible secure copies or zeroxed copies of the front pages.
9. Make a collection of the foreign language newspapers published in Rhode Island. Have someone translate the lead article.

QUESTION

What is the relationship of technology to mass media?

1. What was the effect of the printing press on literacy?
2. What was the impact of the Industrial Revolution on the development of means of mass communication?
3. Discuss the use of television in our educational institutions.

ACTIVITIES

1. Have a group of students trace the technological development in each of the following areas:
   a) printing
   b) radio
   c) movies
   d) television
   e) telestar
   f) telegraph and cable
2. Watch a series of educational television programs and evaluate them in terms of effectiveness to the students.

QUESTION

What is the relationship of the viewer to the event?

1. How has mass media exerted an influence in American History?
2. What is place of magazines in America's social, intellectual, political and economic life?

ACTIVITIES

1. Secure a set of Gordon Alport's Rumor. Have the class in groups play the game. Then analyze the results obtained in each group. What conclusions can be drawn?
2. Have a class discussion on the effect on the viewer after watching an important event take place on television. (conventions, disasters, space achievements, sport events)
3. A group may prepare a report on the effect of television on American Presidential campaigns.
4. For a period of 2 or 3 weeks keep a careful record of the amount of time spent:
   a) watching television
   b) listening to radio c) reading
   Keep a list of new ideas received from each source. From which source did the most rewarding ideas come? What conclusions can you draw?
5. Choose a magazine and decide for what type of reader it was published. (child, teenager, young adult, adult) on the basis of articles, illustrations, and advertising.
6. Divide the class into groups to interview a number of adults to get the answer to the question: "Do people generally listen only to those commentators with whom they agree?" Decide on occupation, educational background, age range of those to be interviewed.

QUESTION

What is the effect of immediacy?

1. Is there a difference in reactions of a person in watching an event on television and reading an account of it in a newspaper?
2. Why is there a difference in the way a newspaper gives an account of an event and the way a news magazing reports the same event and the way it is reported on television.
3. In what ways did the communications satellite change the entire news media field?

ACTIVITIES

1. Have individual students contrast the way an event would appear in a newspaper and a news magazine. Illustrate this with clippings from a paper and a magazine as well as a report on a television show.
2. Using the Providence Journal or Evening Bulletin, compare the account of an accident, fire or other incident with your eyewitness account.

QUESTION

What is the effect of editing?

1. What three elements are involved in "opinion" as used in the phrase "public opinion"?
2. Who is the American public?
3. In what ways have radio and television affected other media?
4. What advantages do films offer in transmitting information to audiences?
5. The statement has been made that the mass media underestimates the intelligence and overestimates the information of readers, listeners, and viewers. What is your opinion?

ACTIVITIES

1. Have a group of students prepare a report on the role of public opinion in a democracy.
2. In a class discussion list the ways in which your behavior is influenced by propaganda efforts.
3. One group can formulate distinctions between facts, rumors, beliefs, opinions. Be sure to include examples of each.
4. Have a committee make a collection of propaganda literature on a particular topic. Display materials and report on the techniques used to influence people.
   (Suggestions: cigarette smoking, political campaigns, special issues or referenda)
5. A group may prepare a chart to show the comparative amount of space in several newspapers which is given to news items and editorials on them.
6. Have a group prepare and report on the techniques of news-gathering and presentation as used by:
   a) newspapers
   b) news magazines
   c) radio
   d) television
7. The class may hold a discussion on the following statement:
   "Propaganda offers ready made opinions for unthinking individuals."
8. A small group may compare the reporting of the same event in two or more news magazines.
9. Hold a panel discussion on the topic:
   "A documentary film is a powerful opinion-making force."

QUESTION

What effect is mass media having on acculturation?

1. What are the elements of a culture?
2. What is the definition of acculturation?
3. Explain the statement: "Acculturation is always selective."
4. When two cultures come into contact which culture changes? Explain.
5. What was the significance of the development of mass culture during the 1920's? (radio - movies - talkies)
6. What has been the effect of mass media as a vehicle of acculturation? (Americanization)

ACTIVITIES

1. As a class discussion explore the ways by which movies have served the process of acculturation.
2. In groups list traits of culture which developed as a result of mass media. (vocabulary - dress alike - use of product advertised)
3. Have the class list and discuss the elements which make up their own culture. (Teenage, American, Western Civilization)
4. By an example (other than the auto) show how an invention produced a series of cultural changes.

Teacher References

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7. American Government, Magruder, Allyn & Bacon, p. 178-185.
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3. New Yorker, 44:64-6, October 26, 1968.

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5. Time, 92:82-3, October 25, 1968, Crossing Color Line.

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7. New York Times, 127, December 8, 1968, DeEscalating the Violence on TV.

Audio-Visual

State
E-75 Propaganda Techniques

RACE

RACE

QUESTION

What are varying definitions of race?

1. Why are there so many different classifications?
2. Are human characteristics more similar or dissimilar among races?

ACTIVITIES

1. Have a class discussion on definition of race. Compile a class definition.
2. Have small groups research the various meanings of the term "race".
3. Compile various elements of different definitions, refine class definition.
4. World map showing distribution of races.
5. Picture graph showing proportional size or races; per world,U.S.
6. List characteristics that are commonly used to differentiate people racially. List characteristics that differentiate humans from animals. Compare - which are more significant?

QUESTION

What is the scientific background of race?

1. What is the origin of racial differences?
2. How are racial characteristics transmitted?
3. Why are "pure races" practically non-existent?
4. What are "stocks"?
5. How important is blood in determining race?

ACTIVITIES

1. Three groups to research various answers to 1, 2, 3; report to class.
2. Discussion: Since scientists disagree so much over determination of race, number of races, etc., what is a better term to use? (e.g. ethnic group, stock, etc.)

QUESTION

What are the elements of race prejudice?

1. What is a stereotype?
2. Why do people tend to think in stereotypes?
3. How do children acquire stereotypes?

ACTIVITIES

1. Class discussion of common stereotype impressions of various groups, e.g. Italians, Jews, Irish, Chinese, Negroes, Germans, Puerto Ricans, etc. How valid are these impressions? In what ways have books, movies, TV and radio enforced these impressions?
2. Students prepare and conduct a survey of adults to determine what common stereotypes of various groups exist. In addition to national, racial, and religious groups, include others, such as: southerners, communists, "Yankees", etc. One, two, or three students could be assigned to each subject group.

QUESTION

What are the ideological statements developed around the notion of race?

1. Is there such a thing as race superiority?

ACTIVITIES

1. Individuals or groups to read and report to the class on the UNESCO statements on race (1950, 1952) (included in Montagu Man's Most Dangerous Myth and in Race and Science)
2. List arguments that are commonly advanced for the superiority of one race over another. Question validity.
3. Small group to compare the scientific determination or racial differences with mythical criteria. Which are more valid? Why?
4. One interested student can read and report on the intelligence tests given by the U.S. Army in World Wars I and II. Is any race clearly superior? What seems to be the major factor in determining scores on intelligence tests? What do intelligence tests seem to test?

QUESTION

What political use has been made of the idea of race?

1. Why has race often been used as a tool by political leaders?
2. Why is race so easily used as a political tool?
3. Define racism.

ACTIVITIES

1. Small groups to research and report on the political use of racial feeling in some or all of the following areas?
   a. U.S. - pro-slavery arguments prior to Civil War
   b. U.S. - Black Codes in southern states immediately after Civil War
   c. Germany - Anti-Jewish, pro-Aryan statements of Nazis prior to World War II.
   d. Germany - Effects of racism - define genocide; report on concentration camps
   e. Latin America - treatment of Indians by Spanish
   f. China - historical attitude of Chinese toward foreigners
   g. Japan - historical attitude of Japanese toward others
   h. U.S. - research tensions produced by Oriental immigration; "gentleman's agreement", W.W.II "concentration camps", etc.
   i. India - caste system; trace development and effects on Indian society.
   j. U.S. - treatment of American Indians
   k. Liberia - "repatriate" blacks in control over blacks
   l. U.S. - Lester Maddox and George Wallace in 1967-69

QUESTION

Where are the tension places, geographically, in race relations?

1. In what way are racism, tribalism, contributing to tension?

ACTIVITIES

1. World map showing racial tension areas in world today.
2. Group reports on racial tensions in the following areas.
   Brief historical background; emphasis on situation today.
   a. Guyama
   b. Kimya - effects of tribalism?
   c. Tanzania - effects of tribalism?
   d. South Africa - include definition, description of apartheid
   e. Nigeria - cause of Biafran war for independence
   f. Rhodesia
   g. United Kingdom
   h. Russia - China (to what extent is the conflict racial?)
   i. Middle East

QUESTION

What are the conditions of race relations in the U.S.?

1. Is the trend toward better relations or worse?
2. Define segregation (de facto and de jure), integration, backlash, mixed society.

ACTIVITIES

1. One or two interested students may prepare a report on the Ku Klux Klan. Emphasis should be on the Klan's recent activities and statements, rather than on historical development.
2. Similar reports may be prepared on the American Nazi Party, the Black Panthers, Black Muslims.
3. Panel discussion on Black Power - what does it mean? (to blacks, to whites) In what ways is it a healthy sign? a disturbing element?
4. Three groups to research race relations in the following areas:
   a. The militant, non-violent movement - S.C.L.C. - aims, techniques, M.L. King Jr., sit-ins, demonstrations, gains, disappointments.
   b. The legal battle - Beginning with Brown v. Board of Education, trace important developments in the legal fight for equality - Role of N.A.A.C.P.; Civil Rights Acts of 1957, 1960, 1964; voting rights act of 1965, etc.; also, the role of the federal government in implementing these decisions.
   c. Trace the course of racial violence in recent years. Riots (esp. Watts, Newark, Providence) List causes, results of major disturbances. (esp. helpful is Report of U.S. Comission on Civil Disorders) What solutions have been proposed?
5. List national and local governmental agencies or private organizations that try to promote better race relations with each, state aims and techniques.
6. Prepare a survey, to be taken in neighborhoods or downtown, on racial attitudes (e.g. questions on integration of schools, housing, jobs; pace or progress; causes and solutions of problems, etc.)
7. Reports on the careers of individuals prominent in the history of U.S. race relations. e.g.

Frederick Douglass	Marcus Garvey
W.E.B. DuBois	Martin Luther King, Jr.
Benjamin Tillman	Tom Watson
Eldridge Cleaver	Booker T. Washington

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5. Boyd, William C., Genetics and the Races of Man, Boston, Little Brown, 1950, 1956. (introduction to modern physical anthropology)

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7. Dunn, L.C. and Dobzhansky, T., Heredity, Race, and Society, New York, New American Library, 1952, 1958. (Mentor Paperback)

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9. Garn, S.M., Human Races, Springfield, Illinois, Thomas, 1965.

10. Social Sciences and Humanities Index (formerly International Index) - useful for background information in periodicals.

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2. Montagu, Ashley, What We Know About Race, A.D.L.
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4. Sankowsky, S.H., Sociology for High School, p. 264-288 (chap. 15)
5. Howells, William, Mankind in the Making.
6. Montagu, Ashley, Man's Most Dangerour Myth.
7. Griffin, J.H., Black Like Me.
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14. Barron, M.L., Minorities in a Changing World, New York, Knopf, 1967 (discrimination)
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18. Gross, Feliks, World Politics and Tension Areas, New York, New York University Press, 1966.
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20. Dunwiddie, William E., Problems of Democracy, 1965,1967, Boston, Ginn (p. 164-196, Chap. 8)

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Periodicals

Students should be encouraged to use the Reader's Guide, looking for such topics as race, minorities, discrimination, prejudice, etc. Also useful is the New York Times Index for newspaper articles on recent events.

The following list of recent articles in readily available magazines may be helpful.

1. Newsweek, Dec. 16, 1968, "Anti-Honky War"
2. Look, Jan. 7, 1969, "Blacks and the Whites" (symposium)
3. Saturday Evening Post, Nov. 16, 1968, Symposium with editorial comment, on race relations.
4. U.S. News and World Report; "Racism in Reverse", Oct. 21, 1968.
5. N.Y. Times Magazine, Nov. 3, 1968, "Social Protests of the 1960's
6. Saturday Evening Post, Dec. 14, 1968, "Speaking Out", "Why Should Negroes be Above Criticism?"
7. Saturday Review, "In the Wrong Cormer", Nov. 16, 1968.
8. Saturday Review, Jan. 11, 1969, "Race, Jobs and Cities - What Business Can Do".
9. Life, March 8, 1968, "Final Answers Lie Within Ourselves" by John W. Gardner.
10. Saturday Review, March 16, 1968, "What White America Must Do".
11. Life, April 19, 1968, "At the Service: Thoughts on the White Conscience", G. Parks.
12. Ebony, Feb., 1968, "My Country, My Hell!" (apartheid)
13. New Yorker, Jan. 27, Feb. 3, Feb. 10, 1968 (the porter at large: Apartheid)
14. New York Times Magazine, March 31, 1968, "Biafra vs. Nigeria: The Other Dirty Little War".
15. Newsweek, Feb. 12, 1968, "Ibes of Biafra: We Shall Overcome".
16. New York Times Magazine, April 14, 1968, "Advocate of Black Power Defines it".

17. U.S. News and World Report, April 15, 1968, "More Violence and Race War?", (Effect of Dr. King assassination).

18. New York Times Magazine, June 30, 1968, "Chinese have Bigger Brains than Whites, Are They Superior?"

19. Newsweek, July 1, 1968, "Racism as Colonialism:.

20. U.S. News and World Report, July 5, 1968, "Race Trouble, No U.S. Monopoly:.

21. Saturday Review, May 11, 1968, "Order of Hate: (anti-semitism).

22. Time, July 19, 1968, "Black and White Dating:.

23. Saturday REview, "Hatcher: Hostile Confrontation", May 25, 1968

24. Look, June 11, 1968, "Uptight Life: Our Cities: and other articles.

25. Sports Illustrated, "Flare in the Dark" (Black athletes in South Africa) June 3, 1968.

26. Ebony, June 6, 1968, "Shade or Shame?", (South Africa).

27. U.S. News and World Report, July 15, 1968, "South Africa's Side of the Story".

28. Saturday Evening Post, April 20, 1968, "Speaking out: Uncle Sam is a Bigot".

29. Life, July 12, 1968, "Biafra: A War of Extinction and Starvation".

30. N.Y. Times Magazine, Aug. 11, 1968, "Case for Two Americas: One Black One White".

31. Newsweek, Sept. 30, 1968, "Bloody Biafra".

32. Time, Aug. 23, 1968, "Nigeria's Bivil War".

33. U.S. News and World Report, Aug. 26, 1968, "Why Thousands Starve in Biafra".

..REFUGEES

REFUGEES

QUESTION

Who are refugees?

1. What is the difference between an immigrant and a refugee?
2. Which were major refugee groups about 1815, 1890, 1918, 1930's, 1950's, 1970?

ACTIVITIES

1. Have the class come up with their definition of a refugee. i.e. "Anyone who has been uprooted from his home, has crossed a frontier and looks for protection to governments or authority other than his former one" Elfan Rees - We Strangers and Afraid.
2. Discuss with the class the major difference between a refugee and an immigrant. i.e. An immigrant is free to chose the place he will go to and is free to return to his original homeland whereas a refugee is not.
3. Have the class construct a bar graph showing the major sources of refugees to the U.S. during the years: 1815, 1890, 1918, 1930's, 1950's 1970? (Source: Statistical Abstracts of U.S. for Various Years.)
4. Have the students in groups study the response of the U.S. government from 1920-1970 to various sets of refugees. i.e. Jews, Cubans, Hungarians, Chinese, etc.

QUESTION

What are the conditions which cause displacement?

1. Why has there been a change in sources of refugees from Europe to Asia over the past years?
2. What causes of displacement pertain to individual areas and countries?
3. To what extent were most of the early immigrants to the United States refugees?

ACTIVITIES

1. Have the class list reasons why people are displaced? i.e. War, revolution, partition, colonial independence, political, social, religious and economic persecution.
2. Have the students list the countries which have been sources of many refugee displacements since 1920. i.e. Germany, Czechoslavakia, Hungary, India - Pakistan, Africa, Indonesia, Cuba, Vietnam, Korea, China, Arab-Israeli, etc.
3. Divide the class into groups and report on the refugee problems in many of the countries listed above. Reports should include reason for displacement, why, when, who, aid, resettlement.
4. Have groups of students or individuals report on the following topic: To What Extent Were These Early Immigrant Groups to the United States Actually Refugees?
   a) Mormons
   b) United Empire Loyalists
   c) American Indians
   d) French Huguenots
   e) Pilgrims
   f) Irish

   Answer to this question rests with the reasons for migrating to the United States.
5. Have students make up a list of famous people who settled in the United States as refugees? i.e. Einstein, Roger Williams, Brigham Young, Carl Schurz, Stravinsky, Trapp Family.

QUESTION

What are the problems created by refugee movements?

1. What are some social problems caused by refugee movements?
2. What are some economic problems created by refugee displacement?
3. What are some political problems created by refugee movements?
4. What are some solutions to the refugee problems?
5. What are the barriers to refugee settlements?
6. What are some of the agencies which operate refugee programs?

ACTIVITIES

1. Have the class list and discuss some social, economic and political problems created by refugee displacement.
   i.e. protection, acceptance, persecution, jobs, home, food, status, money, distribution, registration
2. Have a smaller group of students in a panel discussion then report on some major alternatives faced by a refugee after leaving his homeland:
   a) Repartition - Return home. Can they? Why?
   b) Resettlement in a new area? What are the problems faced by refugee and country?
   c) Integrate into present residential country? What are the problems faced by refugee and country?
3. Have individual students report on the various agencies which operate refugee programs. Reports should include the origin, time period, purpose, success and failure of each agency.
   1. High Commission for Refugees
   2. Office of High Commission for All Refugees Under the League of Nations Protection
   3. Intergovernmental Committee on Refugees
   4. United Nations Relief and Rehabilitation Administration
   5. International Relief Organization
   6. United Nations High Commission for Refugees
   7. International Labour Organization
   8. Council of Europe
   9. Church World Service
   10. National Catholic Welfare Council
   11. American Friends, Service Committee
   12. International Red Cross

QUESTION

What is the history of refugee acceptance in the United States, Great Britain and Israel?

1. What has been the position of these countries toward the refugee problem?
2. What is the legal and administrative position of refugees in these countries?
3. What is the economic and social situation of refugees in these countries?

ACTIVITIES

1. Have three groups of students report on the historical acceptance of refugees in the countries of Israel, the United States and Great Britain.
   Reports should include:
   a. historical overview
   b. limitations
   c. expulsion
   d. restrictions
   e. status adjustment
   f. registration
   g. naturalization
   h. distribution
   i. origin
   j. employment
   k. age
   l. education level
   m. housing
   n. family status
   o. assimilation
   p. voluntary agencies within the country

QUESTION

Jewish Refugees

1. Why did the Jewish people long for a homeland in Palestine?
2. What is Zionism?
3. What was the role of Theodor Heizl in the Zionist movement?
4. What action did the United Nations take in 1947 regarding Palestine?
5. Is there any solution to the plight of the Palestine refugees?

ACTIVITIES

1. Have students construct a graph or chart showing the number of Jews who left Germany from 1936 to World War II.
2. Have student reports on Zionism: definition, origin, purpose, role in establishment of the Israel state.
3. Have a student report on the role of the United ations and the partition of Palestine.
4. Have individual students report to the class on:
   a) Theodor Heizl
   b) Dr. Chaim Weizmann
   c) Balfour Declaration
   d) David Ben-Gurion
5. Have students prepare a chart showing the number of people who have entered Israel since 1948.

QUESTION

Who are the stateless?

1. Why is someone considered to be stateless?
2. What are the conditions which cause someone to be stateless?
3. What is the fate of the stateless?
4. What is the importance of a passport?

ACTIVITIES

1. Have the class give their definition of someone who is stateless.
2. Have the class give reasons why someone might become stateless.
3. Have someone in the class look up the procedure for obtaining a passport in the United States.
4. Discuss with the class the significance of a passport.
5. Discuss: Have a panel discussion of the plight of the Palestine (Arab) refugees:
   a) cause of this problem
   b) attitude of Arab countries and Israel
   c) why are they stateless?
   d) resettlement
   e) possible solutions

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4. Schechtman, Joseph, The Refugee in the World, New York: A.S. Barnes and Company: 1963.

5. Vernant, Jacques, The Refugee in the Post War World, New Haven: Yale University Press, 1953.

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7. World Almanac

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   b. Schrader, Herbert, No Other Way, New York: McKay Company, 1964.

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   b. Gruber, Ruth, Destination Palestine, New York: Current Books, 1948.
   c. Torday, Ursula, The Children, Boston: Little Brown, 1966.
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   b. Perowne, Stewart, The One Remains, New York, Dutton, 1954.
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5. Hungarian
   a. Escape From Fear, New York: Syracuse University Press, 1958.

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   a. Koh, Tainon, The Bitter Fruit of Kom-Pawi, Philadelphia: Winston, 1959.

7. Cuban
   a. Fagen, Richard, Cubans in Exile, California: Stanford University Press, 1968.

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   a. Dooley, Thomas, Deliver Us From Evil, New York: Farrar, Straus and Cudahy, 1956.

9. Estonian
   Veedam, Voldemar, Sailing to Freedom, New York: Crowell, 1952.

URBANIZATION

URBANIZATION

Definition of urban

QUESTIONS

1. What is an urban area?
2. What is a metropolitan area?
3. What is the special definition for metropolitan area in New England? Why is it different from the definition in other areas?
4. Define the term megalopolis.

ACTIVITIES

1. Discuss with the class the three steps in the growth of American cities.
2. What changes have come about since the displacement of horse=drawn vehicles by the street cars and later by the auto?
3. Have a student prepare and distribute to the class a map of the United States showing the approximate area that would be included in the metropolitan districts of which the twenty largest cities are the centers.
4. Have a student list and locate on a map of Rhode Island the communities which meet the qualifications of urban areas. Distribute copies of this map to students.
5. The term "megalopolis", "continuous city" is a comparatively new one. A student may locate the area that has this term now. Prepare a map of the area for distribution to the class. Locate two other areas that are potential megalopolises.
6. Prepare a chart to show the population growth of urban areas from 1790 to 1970.
7. Have the class compile a booklet based on original research describing the neighborhood of residence.
8. Hold a discussion on the difference between neighborhood and community. What conditions make attainment of community difficult in urban areas?

QUESTION

Where are the major metropolitan areas of the world?

1. List the 25 largest metropolitan areas of the world. Use population as the criteria - Reference: World Almanac
2. Which of these areas are in
   a) North America
   b) Latin America
   c) Europe
   d) Asia
   e) Africa
   f) Australia
3. What conclusions may be drawn from these statistics?

ACTIVITIES

1. Have a group compile a list of 25 metropolitan areas of the world. Locate them on a world map which can be distributed to members of the class.
2. On a chart show the comparison between land area and population density of the metropolitan areas of the world.
3. Using your list of metropolitan areas prepare a report in answer to the following questions:
   a) How long has the area been populated?
   b) Is it growing now?
   c) What are the chief industries?
   d) What are the important features for education, business, industry and tourists?

QUESTION

What are the characteristics of major urban areas?

1. In a class discussion list and explain the distinctive features of urban areas.
2. What consequences social, economic, political, cultural may result from various solutions to the problem of urbanism?
3. Why do urban areas present special problems? (i.e. middle class exit - black influx)
4. In what ways have population mobility and changes in ways of living brought problems to local governments?
5. What has been the effect in our urban areas as a result of large industries moving to the suburbs?

ACTIVITIES

1. Bring to class four newspaper or magazine clippings which illustrate the fact that urban areas are similar wherever they are located.
2. Hold a panel discussion on the following statement: "The history of the United States in the years ahead will be primarily the history of cities. It is in the great urban centers that we will respond or fail to respond to the demands, challenges and opportunities of the modern world."

QUESTION

What are the common problems of metropolitan areas?

1. What are some important problems confronting metropolitan areas today?
2. Why is it increasingly harder for metropolitan areas to provide the services which its citizens want?
3. Explain why the urban areas want more financial aid from state governments for services such as education, transportation, etc.?
4. What is the difference between a slum and a blighted area?
5. What choices must be made when citizens of a metropolitan area set about trying to solve their problems?

ACTIVITIES

1. As a class discussion compile a list of at least ten common problems of urban areas. (Suggested list: air pollution, transportation, education, recreation, discrimination, housing, unemployment, water pollution, population shift, crime,)
2. Have a group make a stastical study of the question: "Are people as interested in local government, as in state and national government?" Use the voting records for the last five elections to get the answers.
3. Organize a group to investigate and report on problems of metropolitan government. Suggested areas:
   a) List types of local governments in the region. Be able to explain them.
   b) Describe the efforts that have been made toward joint planning among the units.
   c) What forces hold back joint planning of local governments?
   d) What are the prospects for the future?
4. Contact the specific agency to find out what studies are going on now, what studies have been published, what are some major problems. Suggested areas are Public utilities, Health Department, Industrial area of Development Council.
5. The United States is not the only area of the world with urban problems. Have small groups investigate and report on the problems in such cities as:
   a) London
   b) Toronto
   c) Tokyo
   d) Delhi, New Delhi
   e) Cairo
   f) Rio de Janeiro
6. Draw conclusions by comparing the problems of these cities with those of American cities.

QUESTION

What are some possible solutions to the problems created by urbanism?

1. Why is planning for land use, services, etc. needed in practically all of our states, cities, and towns?
2. What is the difference between zoning and city planning?
3. When city officials decide to improve an area of the city what are some of the problems to be considered?
4. Outline the steps in the preparation of a city's master plan.
5. What is urban renewal?
6. How is urban renewal an investment? How does it affect the economy of the area?
7. What are the three phases of urban renewal?
8. What are the roles of the federal government, local government and private enterprise in improving our communities?
9. Contrast the conditions between urban rich and urban poor.
10. What is the difference between a slum and a blighted area?

ACTIVITIES

1. Case Study - Urban Renewal
   Big City, U.S.A. Several thousand citizens gathered at the city hall to protest the decision of the Committee on Urban Renewal to destroy certain slum areas. "We agree that these buildings are unfit for human habitation" they said. "The roofs leak, the plaster crumbles, the stairs creak, the plumbing doesn't work and the basements are full of rats. But where else can we go at rents we can afford to pay?"
2. Have a panel discussion and present the views of the slum dweller, landlord, apartment-house builder, industrialist, the city planner. With which do you agree? Why?
3. Hold a panel discussion on any one of the major problems of a metropolitan area. Have the panel members represent various interests of the area. (the large city, the suburbs, the rural areas)
4. What are some elements involved in creating a viable urban complex? Students might examine statements by Jane Jacobs, Richard Lee, Daniel Monihan, Robert Wood.

A detailed study of the progress of urban renewal in Providence will be an indication of urban renewal problems elsewhere.

QUESTIONS

1. How were changing technology, economy, and culture responsible for the three major periods of change in Providence?
2. What are the objectives of the Providence renewal plans?
3. What factors will influence renewal changes?
4. What are the sections of the proposed Department of Urban Renewal?
5. On what four policies is the city wide Community Renewal Program based.
6. What part does public housing play in urban renewal?
7. What groups have been displaced by urban renewal?
8. Why are those who worked on the master plan no longer connected with it? Where are they? Who is responsible?

ACTIVITIES

1. Using newspaper accounts describe a controversy concerning community development in your city.
2. Investigate the history of planning in your community. How did the planning movement originate? How successful has it been?
3. Make arrangements with an official from the Urban Renewal Project to visit the class and explain some phase of the renewal situation. Be sure to have some questions ready to ask.
4. Have small groups identify the ten redevelopment projects and give a brief report of progress.
5. Individual students may choose to study some of the economic and social problems with which Providence is faced.
6. Organize committees, as far as possible according to the area of the city in which the student lives, then using the Community Renewal Program book study and discuss the plans for your neighborhood.
7. A small group may prepare copies of the proposed Department of Urban Renewal and be prepared to explain the functions of each committee.
8. Several groups can trace the renewal of such areas as:
   a) Benefit Street
   b) Roger Williams Spring Park
   c) Historic Area Renewal (College Hill)
   d) Golden Ball Inn
   e) South Main Street
   f) South Tower
   g) Federal Hill - West Broadway
9. Each member of the class prepare a map of your neighborhood. Show every place of interest. Include all the information

possible on the condition of the neighborhood, streets, schools, churches, public buildings, parks, business establishments, industries.

10. Borrow a copy of Urban Renewal - A Resource Unit with slides and tapes. Have a group preview the slides and tapes and then present the material to the class. Discuss each section.

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4. Our Changing Social Order, Gavian-Rienow, Heath.
5. Today's Problems, Pullen-Reid, Allyn & Bacon.
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10. Urban Renewal - A Resource Unit, James Dolan, Providence Public Schools
11. The Changing Metropolis, Tietz-McKeown, Houghton-Mifflin.
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13. Metropolis, Elias, Gillris, Riema, Wadsworth Publishing Co., Belmont, California.
14. Guide to Community Action, Matthews, Mark, Harper & Brothers.
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    a) Community Renewal Program - a report prepared for the city of Providence. Urban Renewal Coordinator, City Hall.
    b) College Hill, second edition, demonstration study of historic area renewal.
    c) Federal Hill West Broadway, City Plan Commission.

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3. Time, Urban Renewal: Remaking the American City, Nov. 6, 1964.

4. U.S. News and World Report, Are Most Cities Too Ugly to Save?, Nov. 30, 1964.

5. U.S. News and World Report, Cities Crowding - Countryside Losing, May 7, 1962.

6. U.S. News and World Report, What's Happening to U.S. Cities?, June 20, 1960.

7. U.S. News and World Report, Cities in Trouble, What Can Be Done?, June 20, 1960.

Audio-Visual Materials

Filmstrips

SS-C-76 Crisis in Urban Development C.A.F.
SS-C-78 Cities, U.S.A. (Special report - 1 record) G.A.
SS-J-6-B Tokyo - Largest City in the World G.F.
The Changing City Ginn & Company (8 filmstrips - 4 records)

Films

B-57 Living in a Metropolis, Greater New York, UWF, State
Chicago - Midland Metropolis, EBF
Megalopolis - Cradle of Future, No. 1942
What is a City, 120 Bailey
How Our Country Grew, Progressive Pictures, 6351 Thornhill Drive, Oakland, California, Rent $1.50.
Story of the City, Knowledge Builders, Floral Park, New York Rent $7.50.
Housing for All — Current Affairs Films, 18 West 41 St., New York, $3.50 each - $6.00 both.
Planning Our Cities
The Living City, 25 minutes, E.B.F.
The Changing City, 16 minutes, Churchill Films, 662 North Robertson Blvd., Los Angeles, California, 90069.
Man of Action, 15 minutes, color, Film Library, New York State Department of Commerce, 28 Howard Street, Albany, N.Y.